



**JILL CHAIFETZ TRANSFER HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 07X379**  
**ADDRESS: 778 FOREST AVENUE**  
**TELEPHONE: 718.402.2429**  
**FAX: 718.402.3120**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 07X379      **SCHOOL NAME:** Jill Chaifetz Transfer HS

**SCHOOL ADDRESS:** 778 Forest Avenue, Bronx, NY 10456

**SCHOOL TELEPHONE:** 718.402.2429      **FAX:** 718.402.3120

**SCHOOL CONTACT PERSON:** Anne Fennelly      **EMAIL ADDRESS:** afennelly@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Michael Wolach

**PRINCIPAL:** Anne Fennelly

**UFT CHAPTER LEADER:** Michael Wolach

**PARENTS' ASSOCIATION PRESIDENT:** Celia Matos

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Leslie Alvarado

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 7      **CHILDREN FIRST NETWORK (CFN):** 108

**NETWORK LEADER:** Sumita Kaufhold

**SUPERINTENDENT:** Geraldine Taylor-Brown

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Anne Fennelly	*Principal or Designee	
Michael Wolach	*UFT Chapter Chairperson or Designee	
Celia Matos	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Leslie Alvarado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jill Ireland	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Jill Chaifetz Transfer HS is a small transfer school dedicated to providing a rigorous education to students who have previously been excessively truant or who have dropped out of high school. Founded through a partnership with the Department of Education and BronxWorks, our mission is to support all of students earn a high school diploma and prepare for post-secondary success in college or a viable career.

JCTS's instructional model supports the school's mission. Credit accumulation occurs four times each year, thus allowing students to accelerate their progress towards graduation. Students' schedules are personalized – students with placement in the classes that they need given their academic backgrounds and strengths. Moreover, teachers provide differentiated instruction based on each student's learning strengths and academic needs. Highly personalized scheduling facilitates credit accumulation. Real-world internships in the community prepare students for careers. We provide college exploration, planning and support with applications and financial aid forms. We provide a rich after school program which includes Regents preparation, small group instruction, clubs, and credit-bearing classes. We are a safe, small learning community with comprehensive support services, including daily advisory sessions with caring adults.

Jill Chaifetz Transfer HS's relationship with its Community Based Organization partner – Bronx Works – strengthens its ability to serve students effectively. Social services, family involvement, college exploration, career awareness and job search, meaningful internships within the community, and mentoring partnerships are just some of the services that are available through our strong partnership with Bronx Works. Our high adult to student ratio allows each student to form a caring relationship with at least one adult in the community.

#### Our Core Beliefs:

- 1.) A learning environment structured with differentiation and scaffolding for individual student needs, abilities & learning styles.
- 2.) A caring, supportive and structured community that fosters a common identity amongst its members.
- 3.) Members of the community should be involved in goal setting, reflection and assessment as part of a dynamic process.
- 4.) The education we provide students must extend beyond the classroom and prepare them for the future through emphasis on life and work skills.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDASirections):** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Jill Chaifetz Transfer HS			
<b>District:</b>	7	<b>DBN #:</b>	379	<b>School BEDS Code:</b> 320700011379

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="checkbox"/> * Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5									
Grade 6				<b>Students in Temporary Housing: Total Number</b>					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8									
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total				<b>Principal Suspensions</b>					
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative									

DEMOGRAPHICS								
Team Teaching (CTT) Classes								
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance		<input checked="" type="radio"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
<b>Student Groups</b>							
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
<b>Overall Letter Grade</b>	<b>Overall Evaluation:</b>
<b>Overall Score</b>	<b>Quality Statement Scores:</b>
<b>Category Scores:</b>	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>	

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

During the third year of the school we built upon those things which we learned during our first two years as a school. As a transfer school, most of what we have learned has come through experiences with students and families and figuring out the various structures necessary to serve their needs appropriately. Jill Chaifetz Transfer HS was designed to practice a Youth Development Model, reflecting core values which directly relate to serving student socio-emotional and academic needs. The implementation of this model causes us to develop reflective practices allowing us to recognize the areas we have been successful in and those where we need to further develop. Additionally, we have found that students who have at least supportive adult in their life are more successful academically. In 2009-2010, we increased family involvement in school activities by 15%, and this year we hope to increase it again by 15%. During our first three years we have experienced many successes, both quantitative and qualitative in nature. At the same time, there are very clear areas of growth which we will focus on in the 2010-2011 school year, while continuing to deepen those which we are doing well.

### *Growth in Population*

In 2010-2011, we will increase our register by 50 students, meeting our capacity of 200. Along with the increase in students, we also increased the teaching staff by adding a Math teacher, an English teacher, an Art teacher, a Physical Education teacher, and an ESL/Foreign Language teacher, totaling 16 teachers. Additionally, we hired an additional advocate counselor, bringing it to a counseling staff of 7. While we were aware of the changes that an increase in students would bring, we were also confident that the structures established in the school were strong enough to withstand the shift in population. This included classroom, counseling, student leadership, and academic and crisis intervention structures. We started the year with a student orientation, focusing on clarifying the school structures for both new and returning students. The increase in students meant a larger variety of emotional and behavioral issues, as well as academic gaps and skills differences in the classroom.

### *Professional Development*

Our commitment to developing our teaching staff has been clear and consistent since the school's first year. In September 2009, the Instructional Leadership Team was formed. This team, made up of

4 subject area teachers and principal, creates the professional development plan for the teaching staff, plans and facilitates professional development workshops, all through the use of school-wide data and a commitment to our instructional goals: Development of Critical Thinking Skills (through the use of Bloom's Taxonomy as an assessment rubric), Use of Learning Strategies as a way

of accessing information, and Framework for Effective Instruction (FEI) as a method for creating assessments and lesson plans.. The culture of teaching and learning at Jill Chaifetz is one of constant self-reflection, through the use of both qualitative and quantitative data, and a rigorous approach to feedback around instructional practices. The reality of a transfer school includes an extremely transient student population, wide variety of skill, all working within a timeline to meet graduation requirements. As a staff, this creates a need for very focused, specific, and timely assessments of students, in order to provide constant feedback. Within our school structure exists a formal assessment structure, occurring biweekly, providing students with a progress report for every class every two-three weeks. Students are made aware of where they are, the reasons why, and what is needed to progress. This structure is particularly important for our students because it is consistent and gives us a tool to use in individual meetings with students and families. This feedback structure also necessitates clarity around assessment standards and goal-setting for student learning goals. In June 2010, the staff developed a revised rubric based on each level of Bloom's Taxonomy, establishing a foundation for continued work in aligning assessments and integrating Bloom's Taxonomy rubrics in all subject areas. Ultimately through this work, we hope to develop assessments and lessons that meet student needs at all levels, allowing growth from one level to the next, advancing student ability to think critically. Additionally, our goal is for student levels to become a school-wide conversation, where there is transparency around how to improve outcomes for all students. Based on classroom walk-throughs, formal and informal observations, and review of lesson and unit plans, less than 25% of classes showed evidence of differentiation.

### *Academic Outcomes & Our Approach to Instruction*

Additionally, our students earned an average of *10.7 credits per year*, compared to an average of *5.0 credits per year* at their previous schools. This increase in credit accumulation is due not only increased attendance, but increased engagement in the classroom. This has resulted in a high graduation rate for our students, averaging a maximum of 18-24 months with us. Additionally, this year we are seeing our lowest-credited students, those who entered in 2008-2009 with less than 6 credits, now are graduating during the 2009-2010 school year. Last year, we graduated 69.8% of our 6-year cohort. While a high number of graduates certainly speaks to a high level of student engagement, it also creates the need to take in large numbers of students, which in turn, constantly shifts our community. Our role as staff is to maintain the core principles at the forefront of our work, in order to facilitate the transition of new students to our community. This manifests itself through our Advisory-led groups, as well as, in our classrooms.

Our approach to instruction is one where students are highly accountable for learning through hands-on activities and product-driven lessons. Students work individually and in groups to not only maximize academic learning, but team-building and social skills as well. The workshop model approach uses the lesson as an opportunity for the teacher to model particular skills within the content area, and then students are expected to practice these particular skills and through the process learn the necessary content. While we increased our pass rate on the Integrated Algebra regents from 25% in 09/10, we are working to improve it again to 30%. Our timeline with students usually translates into two years where we have to prepare them to pass Regents exams, facilitate the earning of 44 credits, as well as ensure that students are ready to move on to post-secondary education. Because of this timeline, we are forced

to very explicitly integrate academic and social skills at all levels. During the 2<sup>nd</sup> year, the ELA department was able to create a Scope & Sequence for the English department, aligning its work among the various levels and across teachers. Alignment among how teachers assess students and the skills which students develop is critical when the accountability is so high with regards to student outcomes. We have developed several structures outside of the regular school day program in order to increase engagement and improve student achievement.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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- 1) ***By August, 2011, 75% of our 6<sup>th</sup> year cohort students who have greater than 30 credits will have completed their graduation requirements, an increase of 5.2% over last year.***
- 2) ***By June, 2011, 85% of all unit plans will show evidence of differentiation of reading materials, as well as learning products, an increase of 60% over last year.***
- 3) ***The number of family members participating in 3 school activities (i.e., open school night, parent association meetings, etc.) will increase by 15% from 50% to 58% of families by June 2010 over the number who participated during the 2009-2010 school year.***
- 4) ***The number of students who receive 65% or higher on the Integrated Algebra Regents exam will increase by 20% from 25% to 30% by August, 2011.***

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on

the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Academic

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>1) By August, 2011, 75% of our 6<sup>th</sup> year cohort students who have greater than 30 credits will have completed their graduation requirements, an increase of 5.2% over last year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ All students in the cohort will be placed in the same Advisory group.</li> <li>➤ Volunteer mentor program for staff and cohort students</li> <li>➤ Graduation Bulletin Board with every student listed</li> <li>➤ Senior Town Hall Day</li> <li>➤ Special “Countdown to Graduation” events for seniors, (family nights, college nights, senior breakfasts, etc)</li> <li>➤ Possible “Learning to Work: Internships of peer tutors for each subject area and one teacher facilitator</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Advisory staff provided through CBO (BronxWorks) through Learning To Work. Teaching staff funded through Title 1 and Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Bi-weekly progress reports monitored by Advisors and mentors Mentor/ Mentee conferencing HSST Regents Grades Individual Graduation Plans will be updated every cycle (3 times per year)</p>

Subject/Area (where relevant): Instructional

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>2) By June, 2011, 85% of all unit plans will show evidence of differentiation of reading materials, as well as learning products, an increase of 60% over last year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ The use of Achieve 3000, which assists teachers in selecting differentiated reading materials.</li> <li>➤ Diagnostic Assessments: intake essays</li> <li>➤ Renaissance STAR reading program used for periodic assessments</li> <li>➤ Professional Development to assist teachers with differentiation</li> <li>➤ “Kid Talk” to help facilitate communication amongst teachers and advisors to determine learning styles of students</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Fair Student Funding – OTPS for Achieve 3000 and STAR Title 1</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Principal and Assistant Principal will use a rubric to review and monitor unit plans and lesson plans on a biweekly basis. Collaborative teacher teams will meet to assess each other’s progress and provide feedback Passing rates and scores on practice Regents will increase. Periodic assessments will show a growth of student reading levels on the average of one grade level. Teachers will complete professional development surveys indicating their needs and help assess the effectiveness of previous professional development sessions</p>

Subject/Area (where relevant): Parent Engagement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>3) The number of family members participating in 3 school activities (i.e., open school night, parent association meetings, etc.) will increase by 15% from 50% 58% of families by June 2010 over the number who participated during the 2009-2010 school year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ An events committee will be established consisting of at least six members of the community by September, 2010. The events committee will develop a calendar year of events (such as academic achievement night, caretaker dance, game night, movie night, etc.) The committee will do outreach to family members, students, and staff.</li> <li>➤ A year-long calendar of activities and events will be published and distributed to students and their families by October, 2010.</li> <li>➤ Sign-in sheets will be maintained for each event.</li> <li>➤ At the close of each event an evaluation will be administered to each family. This feedback will be used by the committee to plan future events.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Advisory staff provided through CBO (BronxWorks) through Learning To Work. Teaching staff funded through Title 1 and Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Sign-In sheets for each event Evaluation sheets for each event Advisor outreach logs</p>

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>4) The number of students who receive 65% or higher on the Integrated Algebra Regents exam will increase by 20% from 25% to 30% by August, 2011.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ A new, experienced math teacher was hired in September, 2010.</li> <li>➤ Students have been identified who will be taking the Integrated Algebra Regents during the current school year. These students will receive academic support during the school day as well as after school tutoring.</li> <li>➤ An item analysis of the math regents will be completed mid November and student skill needs will have been identified. Math teachers will modify and differentiate instruction based on this information.</li> <li>➤ All students will be taking a math assessment by November to identify the gaps in their understanding. This information will inform instruction that occurs in math classes.</li> <li>➤ Practice Regents will be conducted.</li> <li>➤ Use of DYO and STAR periodic assessments.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Advisory staff provided through CBO (BronxWorks) through Learning To Work. Teaching staff funded through Title 1 and Fair Student Funding</b> Title 1 Funds Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Results of mock Regents exams Class pass rate data from Powerschools and HSST DYO results Bi-Weekly Progress reports</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	3	N/A
10	3	3	4	3	N/A	N/A	4	N/A
11	2	2	4	4	N/A	N/A	2	N/A
12	2	1	2	3	N/A	N/A	3	N/A

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>ELA teachers offer tutoring to students before and after school, and during lunch period, and through our partner Bronx Works in its after school program. In addition, the special education teachers collaborate with teachers to help them modify and adapt their lessons to the varied learning styles and levels of the school population. In Advisory, advisors provide homework help and create academic action plans with students and families.</p>
<p><b>Mathematics:</b></p>	<p>Small group instruction with the use of manipulatives helps struggling students understand mathematical concepts they have been unable to master. Math teachers offer tutoring to students before and after school, during lunch period, and on Saturdays, and through our partner Bronxworks in its after school program. In addition, the special education teachers collaborate with teachers to help them modify and adapt their lessons to the varied learning styles and levels of the school population. In Advisory, advisors provide homework help and create academic action plans with students and families.</p>
<p><b>Science:</b></p>	<p>Science teachers offer tutoring to students before and after school, and during lunch period, and through our partner Bronx Works in its after school program. In Advisory, advisors provide homework help and create academic action plans with students and families.</p>
<p><b>Social Studies:</b></p>	<p>Social studies teachers offer tutoring to students before and after school, during lunch period, and through our partner Bronx Works in its after school program. In Advisory, advisors provide homework help and create academic action plans with students and families.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Bronx Works advisors provide individual and small group counseling to address academic and social issues related to student success in school.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The itinerant school psychologist does not provide any at-risk services.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>The social workers provide individual, group and family interventions as well as crisis management and conflict resolution. The social workers meet on a regular basis with teachers to monitor specific student progress, both academic and behavioral, as well as to identify students in need of counseling services. The special education teacher and social worker meet weekly or more to confer around struggling students and identify strategies to meet their needs, which then are presented and discussed at weekly staff meetings.</p>

**At-risk Health-related Services:**

All students receive a minimum of six lessons about HIV/AIDS education through advisory and outside organizations such as Hospital Audiences, Love Heals and Bronx Works. Students also participate in workshop presentations around issues of violence prevention by outside organizations. Condoms are made available to students (who have not been opted out by their parent) by our trained condom distribution specialists on staff.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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Attached.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- ✿ There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$0.00	We do not receive Title III funding at this time.

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

*Upon intake, the child and a parent participate in an interview process, where it is determined what, if any, translation services are necessary.*

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

*Almost all of our students' families have some facility with the English language. Those who do not are Spanish-speakers. Families in need of translation services were assigned advisors fluent in the home language.*

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

*Three advisors on staff are fluent in the home language of our students – Spanish. The advisors translate written materials that are sent to students' homes, and are available to translate verbally both over the phone and in person when necessary.*

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

*Oral interpretation services will be provided by advisors both in person and over the phone.*

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

See 1&2 above.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$68645	\$123690	\$192335
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$687	\$1237	\$19224
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$3432	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$6865	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Partners in Excellence  
Parent Involvement Policy  
2010-2011**

The Jill Chaifetz Transfer High School Parent Involvement Policy reflects the philosophy of the New York State Education Department, The New York City Department of Education, and District 8 with respect to promoting the achievement of every child.

This Parent Involvement Policy, developed jointly with parents of participating students, Parent association leaders, school volunteers and school staff incorporates the goals of the Jill Chaifetz Transfer High School.

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of School Leadership Team.
- Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the in-school Parent Organization.
- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include topics such as: Youth Development, College Planning, Literacy, Reading, and New York State/City Assessments.
- Regular written communication reflecting on-going day to day activities in the school will be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.
- Workshops will be held to review individual student data and the annual School Quality Review and Schools Report Card.
- The School will encourage parents to share in student success through attendance at Community Meetings and other school events.
- Parents will be provided a District approved “Code of Behavior”, and will review the code and have students adhere to its principles.

- Parents will provide a quiet setting at home for students to complete homework; and will encourage students to read at home each day for at least 30 minutes a day.
- Parents will communicate with their child’s Teachers and Advisors regarding educational needs through:
  - Review of student homework on a daily basis.
  - Attending regularly scheduled Parent/Teacher/Advisor conferences.
  - Meeting/communicating with Teachers and Advisors throughout the school year to keep apprised of ongoing student progress.
- Parents and community will be encouraged to volunteer in the school.
- The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.
- A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of students of Jill Chaifetz Transfer High School.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Home/School Compact  
2010-2011**

The staff and parents, guardians and other caring

The School and families of JCTS recognize that

adults at JCTS have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students at JCTS and to show how the school and family are working together to educate the students at JCTS, the staff and parents/guardians of JCTS agree to implement the following programs and activities

#### **THE SCHOOL**

1. JCTS will provide an academic program that is rigorous and challenging.
2. JCTS will continue its commitment to excellence by providing the best possible staff development for all staff.
3. JCTS staff will be positive role models for students.
4. JCTS staff will communicate with families on an on-going basis regarding the student's academic progress.
5. JCTS will involve parents/guardians in the governance of the school.

while both parties agree that the expectations listed here are necessary in order to strengthen the communication and commitment between the home and the schools, rare occasions may arise where one or both parties will have difficulty fulfilling all or part of this compact. Both parties agree to communicate clearly when challenges arise. It is also recognized that the school's purpose is to support the community and its families in what ever manner is necessary and reasonable to its ability to do so, and likewise, it is the family's responsibility to support the child and the school community.

#### **THE HOME**

1. Parents/Guardians at JCTS will send their children to school appropriately dressed, prepared to learn, and on time.
2. Parents/Guardians at JCTS will encourage their children to read at least 30 minutes per day.
3. Parents/Guardians at JCTS will attend all parent/teacher conferences to discuss the academic progress of their children.
4. Parents/Guardians at JCTS will assist their children with their homework assignments on a regular basis to ensure completeness and accuracy.

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Principal

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Parent

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

*We conducted a comprehensive needs assessment of the entire school that is based on academic achievement information about all students in the school to help us understand the subjects and skills for which teaching and learning needs to be improved. We expanded our use of data assessments and are continuously reviewing school performance. This helps us to identify priorities, set clear and measurable goals and objectives and determine strategies to meet these goals. We will identify specific students who are not yet achieving the State's academic standards and assess the needs of our schoolwide program. In addition to our own internal needs assessment, A Quality Review was conducted. The results of the Quality Review will help us to identify school needs and plan for higher quality instruction. We will use periodic assessments throughout the year to monitor student progress and make informed educational decisions.*

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.
- *Data analysis will be used to make school wide decisions.*
  - *Targeted assistance and academic support for classes and Regents exams school-wide with special attention paid to students in our 6-year cohort.*
  - *Professional development on differentiation of classes with regard to content, process, product, and individual learning styles.*
  - *Teachers will reinforce literacy strategies during content area instruction.*
  - *Opportunities will be provided for teachers to plan collaboratively, align instruction, and examine and assess student work to focus instruction directly on student needs to meet the standards.*

- *Classroom libraries will be expanded and updated to provide appropriate books for students at all reading levels, including our ELL students.*
3. Instruction by highly qualified staff.
    - *Title I Funds support Professional development and activities to ensure that all staff members are highly qualified.*
  4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
    - *Staff members will be provided will professional development on how to use data to improve student outcomes.*
    - *Our highest priorities for professional development continue to be the use of differentiated instruction and strategies that facilitate standards setting work and demand high expectations.*
    - *Opportunities for co-planning and scheduled intervisitations will allow teachers to share best practices.*
    - *Professional development on the use of active participation and differentiated learning strategies will be provided to meet the needs of all learners*
    - *We are committed to creating classrooms that are interactive, motivating and aligned to city and state standards.*
    - *Training in Smart Board technology and blackboard software will continue.*
    - *To improve Regents pass rate, teachers will continue to attend professional development activities.*
    - *We are expanding a staff resource center and library, providing staff members with access to literature, periodicals and video series on current educational issues and instructional practices.*
  5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 

*The Open Market Hiring System developed by the Human Resources Department, will enable our school to attract and hire highly qualified teachers from any school in the city regardless of seniority. We have developed and shown a PR video of our school that will help publicize our school and recruit interested staff.*
  6. Strategies to increase parental involvement through means such as family literacy services.
 

*Evening workshops are offered for our parents on computer literacy, stress management, college and career counseling, dealing with your teenager, etc.*
  7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - *On-going review of schools wide, classroom and student specific achievement data including attendance, credit accumulation, Regents scores and percentage of students passing classes.*
  - *Periodic assessments will be used by all teachers.*
  
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*All staff members will participate in Data Teams where students are grouped by# of credist accumulated in an effort to improve the achievement of individual students and the overall instructional program. Increased connections with staff will lead to timely interventions and effective assistance. In addition, all counselors will be responsible for conferencing with students regularly throughout the year to identify issues and provide information and resources in support of student success.*
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
  - *As a Settlement house, our on-site Community Based Organization, Bronxworks, provides a full range of services including, but not limited to, housing, homelessness prevention, childcare, vocationa/technical training, job placement, and HIV/AIDS counseling and prevention.*

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” <sup>1</sup>	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their

	State, or Local)	Consolidated in the Schoolwide Program (R)			Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$68645	✓	13,14,15,16
Title I, Part A (ARRA)	Federal	✓			\$123,690	✓	13,14,15,16
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$1,260,285	✓	13,14,15,16

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.



1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

*We are working with Aussie consultant and our network to provide professional development, use data to identify students and prepare them for exams, and work with our CBO to provide academic and social/emotional support to students and families.*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

*Our first year teachers participate in small-group and individualized mentoring with our English Teacher, Michael Wolach, who is in his 7<sup>th</sup> year teaching. They meet weekly and engage in lesson and unit planning as well as data analysis. Additionally, our teachers participate in weekly professional development meetings run by the principal and assistant principal. Teachers also participate in professional development*

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

*We have held a meeting for parents and explained the circumstances surrounding the school's identification. We also sent home a letter to students' homes explaining our current situation and our plans to meet expectations.*

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Our 3 students in Temporary Housing are supported through our partnership with BronxWorks. Advisors are assigned to each student and work with the student and family to ensure that the student has appropriate referrals for necessary related services.

2. Please describe the services you are planning to provide to the STH population.  
See above.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Jill Chaifetz Transfer High School						
<b>District:</b>	7	<b>DBN:</b>	07X37	<b>School</b>		320700011379	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		78.7	80.6	68.1
Grade 4	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6	0	0	0		60.0	85.4	88.8
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9	35	33	54		1	5	3
Grade 10	55	41	82	<b>Recent Immigrants - Total Number:</b>			
Grade 11	24	43	57	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12	17	35	14		4	0	0
Ungraded	0	0	0				
Total	131	152	207				
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions	4	0	0
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions	1	5	1
Number all others	8	13	20	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		9	11	11
# receiving ESL services only	4	0	TBD	Number of Teachers			
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals	3	3	3
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	0	0

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	13	53	106	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	45.5
				% more than 5 years teaching anywhere	33.3	18.2	36.4
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		56.0	64.0	81.8
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	90.6
Black or African American	53.4	47.4	35.7				
Hispanic or Latino	44.3	51.3	62.8				
Asian or Native Hawaiian/Other Pacific	0.8	0.0	0.0				
White	0.8	0.7	0.5				
<b>Male</b>	46.6	44.1	38.6				
<b>Female</b>	53.4	55.9	61.4				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category		
	In	v	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) –					
Corrective Action (CA) –					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	v	29
Ethnicity							

American Indian or Alaska Native						
Black or African American				vsh	vsh	-
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific				-	-	-
White						-
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	X	
<b>Student groups</b>				<b>1</b>	<b>1</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	63.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	8	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	19.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	36		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <i>type here</i>	District	School Number <i>379</i>	School Name <i>Jill Chaifetz Transf</i>
Principal <i>Anne Fennelly</i>		Assistant Principal <i>Bobbe Knutz</i>	
Coach <i>type here</i>		Coach <i>type here</i>	
Teacher/Subject Area <i>Lindsay Horgan, ESL/Spanish</i>		Guidance Counselor <i>type here</i>	
Teacher/Subject Area <i>Michael Wolach, ELA</i>		Parent <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Parent Coordinator <i>Jillian Tomassetti</i>	
Related Service Provider <i>type here</i>		Other <i>type here</i>	
Network Leader <i>type here</i>		Other <i>type here</i>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<i>1</i>	Number of Certified Bilingual Teachers	<i>0</i>	Number of Certified NLA/Foreign Language Teachers	<i>1</i>
Number of Content Area Teachers with Bilingual Extensions	<i>0</i>	Number of Special Ed. Teachers with Bilingual Extensions	<i>0</i>	Number of Teachers of ELLs without ESL/Bilingual Certification	<i>14</i>

### C. School Demographics

Total Number of Students in School	<i>200</i>	Total Number of ELLs	<i>9</i>	ELLs as Share of Total Student Population (%)	<i>4.50%</i>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1-5. These questions are not applicable to our school because we are a transfer school. All ELL students come to us from comprehensive high schools where the identification process is done. The ELL students come to us already having been identified and with their parents aware of the freestanding ESL program we offer here (they are informed during the student's intake process into the school).

6. The only program model offered at our school is freestanding ESL due to the small number of ESL students at our school. In order to align parent choice and program offerings we first have to determine the trend in parent choices. This will be done by the newly hired ELL teacher. Therefore, after a few years we will have the data to determine if our program model is aligned with the most common parent choice.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  
  1  
  2  
  3  
  4  
  5  
 6  
  7  
  8  
  9\*  
  10\*  
  11\*  
  12\*

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										2	4	3		9
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	4	3	0	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	9	Newcomers (ELLs	0
Special Education	0		

		receiving service 0-3 years)			
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	6

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/> 6	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 9
Total	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/> 9

Number of ELLs in a TBE program who are in alternate placement: N/A

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	4	3		9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>9</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

#### 1. How is instruction delivered?

- a. The organizational models used are Push-in and Pull-out. The ELL teacher uses pull-out during one period every day to work with some ELLs on their specific needs. In other cases she does push-in and incorporates ESL strategies in their content class.
- b. There is no self-contained class so the ELL students are in heterogeneous classes with non-ELL students. The program model is ESL.

2. The school has an ESL program and an ELL teacher. In order to provide the mandated number of instructional minutes to the ELL students, the ELL teacher does pull-out with ELL students during one period a day depending on their proficiency level and particular needs. The ELL teacher also does push-in during language heavy content classes (US, Global, and Geography). In addition the staff has been made aware of the ELL students and their particular needs. Content teachers are given ESL strategies to use in their classes to better reach the ELL students. The ELL teacher gives the students the option to complete projects and tests with her. The ELL teacher also looks over the instructions/directions for major assignments.

- a. The instructional minutes are delivered through pull-out, the students being placed in a high level Spanish class (all ELLs at our school are native Spanish speakers), and the ELL teacher working with the ELA teacher to address the ELL students' needs.

3. Content area classes use various instructional strategies to make content comprehensible. The content teachers use Powerpoints and handouts to make spoken instruction and teaching more comprehensible. They also use many visuals to make the language more accessible. Much of the classwork is heterogeneous group work allowing the more proficient students to help the ELLs understand the content. Content teachers also use graphic organizers and explicitly teach note-taking methods to help the ELLs better understand the content.

#### 4. How do you differentiate instruction for ELL subgroups?

- a. Seeing as all our ELL students are native Spanish speakers (including the two SIFE) depending on their native language proficiency

SIFE will be placed in both Spanish 1 and Spanish 2 classes to both increase their native language proficiency and improve their English language skills. As with all the ELL students, the ELL teacher will do push-in and pull-out with SIFE as well.

b. We currently have no newcomers. However, if we were to have newcomers they would be scheduled a time to meet with the ELL teacher (during advisory) to build language foundations. The ELL teacher would do more push-in in the newcomer's content classes. Depending on the newcomer's proficiency level, specific needs, and native language they might be given the option to be given instructions for assignments, projects, and tests in their native language.

c. For ELLs receiving service 4-6 years the ELL teacher will monitor their benchmark grades (biweekly reports) and maintain contact with their teachers about the students' progress and struggles. The ELL teacher will meet regularly with the students to discuss their language proficiency, individual needs, and struggles in content classes. These students will also be pulled-out during an allotted ESL period to receive specific instruction in needed areas.

d. For long-term ELLs the ELL teacher will monitor their benchmark grades (biweekly reports) and maintain contact with their teachers about the students' progress and struggles. The ELL teacher will maintain regular contact with the students to discuss how they feel their classes are going and where they feel they need the most help.

e. We currently have no ELLs identified as having special needs. However, if we were to have some the instructional plan would be the same as above (b, c, and d) depending on the number of years they have been receiving service. In addition the ELL teacher would work closely with the special education teacher to address the student's particular needs.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

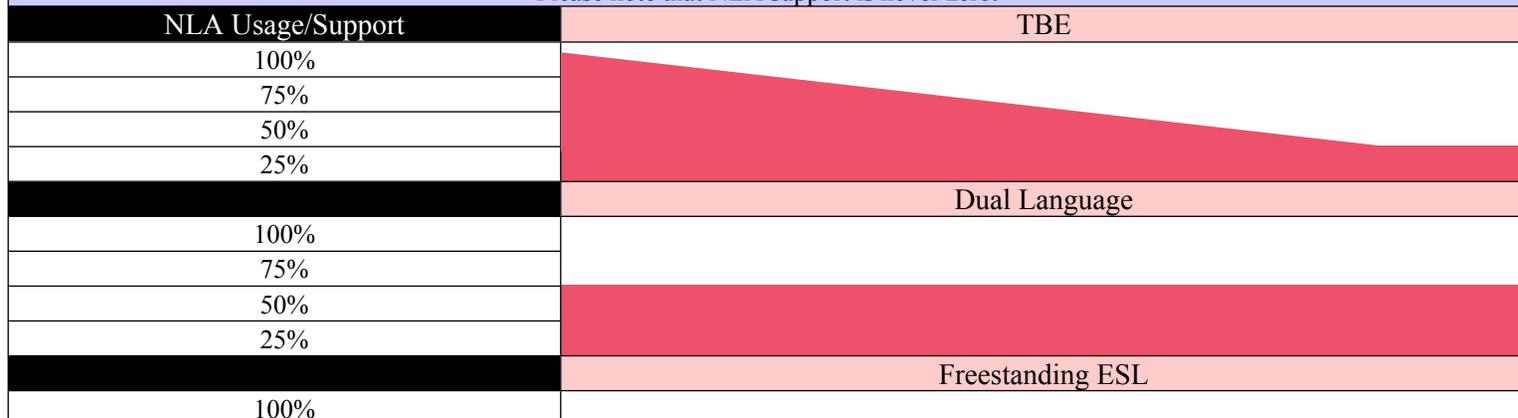
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. For ELA, math, and other content areas the ELL teacher would do push-in for newcomers (if we had any). She works with the ELA, math, and other content teachers to ensure they are using ESL strategies to reach the other ELL subgroups as well. Other interventions are giving the ELL students the option to complete projects, tests, and assignments with her, modifying directions and instructions to make them more comprehensible, and pulling students out to work on their particular needs in a content area. All interventions are offered in English.

6. The continuing transitional support for ELLs who have reached proficiency consists of the ELL teacher monitoring their benchmark grades (biweekly reports) and cycle grades.

7. New programs for the upcoming school year will include the use of Achieve 3000 to differentiate texts for all students including ELL students. The program will inform the ELL teacher and therefore all teachers of each ELL student's particular reading level and allow for content texts to be more accessible to them. A second improvement is having a certified ELL teacher. She will be establishing and improving a more concrete ESL program at the school.

8. No programs or services will be discontinued because all programs/services this year are an improvement from the previous year. We will continue to have professional development for the staff, interventions (push-in, pull-out, differentiation, implementation of ESL strategies in content classes, Achieve 3000), and a certified ELL teacher.

9. ELLs are afforded equal access to all school programs because the program offerings are posted clearly, with visuals to make the words comprehensible, and all students are told about what is offered. The ELL teacher also makes the ELL students aware of what is offered.
10. The instructional materials used to support ELLs include Smartboards, Powerpoint presentations, graphic organizers, visuals, and realia when possible.
11. Native language support is delivered in the form of a foreign language class. All our ELL students are native Spanish speakers so they are placed in a high level Spanish class, when their schedule allows, to receive native language support.
12. The required services and resources correspond to the ELLs' grade levels when applicable but mostly correspond to the ELLs' proficiency levels.
13. To assist newly enrolled ELL students before the beginning of the school year, each student is assigned an advisor for the school year. Those advisors meet with the students and work with them to create an individual schedule and graduation plan that supports their needs. The students are given an orientation to the school as well.
14. The language elective offered to ELLs is Spanish.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for Lindsay Horgan, the ELL teacher at the school, is to attend one or two conferences per year to receive more information on how to better serve the ELL population. She will also stay informed by reading articles and studies regarding ESL programs, ESL strategies, and ELL students. Lastly, she will maintain a network of contacts with other ELL teachers for support and resources.

2. We provide support to staff by having a series of professional development days which provide training on ESL strategies and the differences in academic language, expectations, and assignments between middle school and high school.

3. The minimum 7.5 hours of ELL training for all staff include:

- Informational session to make staff aware of who the ELL students are
- Informational session about the particular needs of our ELL students and the challenges they face
- Information session about the push-in/pull-out schedule, process, and purpose
- Training on ESL strategies to use in the classroom (e.g. graphic organizers, visuals, handouts, simple directions, etc.)
- Training on differentiation and how to make the content comprehensible and accessible for ELL students

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do you parental involvement activities address the needs of the parents?

1. Our school has regular parent-teacher conferences throughout the school year. We have a welcome BBQ in the beginning of the school year for parents, students, and staff to get to know each other and converse. For the parents of ELLs the ELL teacher maintains contact to keep them informed of the services offered at the school and services their children are receiving.
2. The school partners with Bronxworks, which helps individuals and families improve their economic and social well-being. The plans for workshops/services to ELL parents are in development.
3. Plans to evaluate the needs of parents are in development.
4. Plans to assess how well our parental involvement activities will address the needs of parents are in development.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A											1		
	P										1	2	3	
READING/ WRITING	B													
	I										1	1		
	A											2	3	
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
4							0
5							0
6							0
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
English		Native Language	English	Native Language

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>A</u>			3	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment			1	
Physics				
Global History and Geography			1	
US History and Government				
Foreign Language			2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

2. From looking at the data it is apparent that our ELLs are consistently stronger in listening/speaking than reading/writing. Despite the difference their proficiency in both areas tends to improve year after year. It is also noteworthy that several students do not have test scores for the NYSESLAT.
3. The pattern of lower scores in reading/writing will definitely affect instructional decisions. The ELL teacher will focus on reading and writing skills when working with the students during pull-out and she will make sure content teachers are aware of these patterns and the students' needs. The ELL teacher will work with the content teachers so that more attention is directed toward explicit reading and writing skills in their content classes.
4. For each program, answer the following:
  - a. None of our ELLs took the native language tests. For the tests taken in English, students are consistently absent or scoring very low on all subject area Regents tests.
  - b. The teachers and school leadership are using the results of the ELL Periodic Assessments to inform classroom teaching and better address the specific needs of the ELL students.
  - c. The school is learning that most of the ELLs struggle with reading at grade level in English and writing in academic English. The periodic assessments in math show a wide variety of skills among the ELLs. The native language is not used for periodic assessments.
5. N/A
6. The success of our program for ELLs is determined by improvements in the students' NYSESLAT scores, their writing samples (that the ELL teacher collects every trimester), their grades, and comments from their teachers.

### **Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/3/11
	Assistant Principal		1/3/11
	Parent Coordinator		1/3/11
	ESL Teacher		1/3/11
	Parent		
	Teacher/Subject Area		1/3/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		